LHS Consequences

The following are suggested interventions that may be utilized in correcting a student’s inappropriate behavior. Interventions listed are not hierarchical. County regulations dictate consequences for certain infractions.

Not all intervention strategies for each level need to be utilized.

Level 1: Minimal interference with instructional process based on class and/or school procedures

* Proximity Control
* Nonverbal cue to correct behavior
* Verbal warning to student(s)
* Conference with student (in classroom or hallway)
* In-class modified seating
* In-class time out

Level 2: Repeated interference with instructional process based on class and/or school procedures

* Staff Incident Report (SIR) with corresponding parent/guardian contact
* Peer mediation
* Referral to Guidance
* Out of class time with another teacher
* Detention with classroom teacher
* Participation grade deduction

Level 3: Chronic interference with instructional process based on class and/or school procedures

* Staff Incident Report (SIR) with corresponding parent/guardian contact
* Out of class time or meeting with Department Chair
* Parent/Student/Teacher conference (RPC through Department Chair)
* Refer to SST

Level 4: Administrative action

* Office referral (Indicate on referral if this is a result of repeated SIRs)
Negative Consequence Examples

If a student engages in an inappropriate behavior, you as the teacher have many options to deal with the behavior. The PBIS system is not dictating which option you choose; we are, however, asking you to record the steps you have taken with a student so we may see patterns of behavior that emerge, to better work with the individual student and/or the school population as a whole.

Situation: Homer has used inappropriate language loudly during class, seemingly to get the class’ attention.

Day 1: During the lesson, Homer loudly calls out, using vulgar language.

Consequence: Continuing to teach the lesson, the teacher walks over near Homer’s desk to attempt to prevent further immediate interruption. As the class begins working, she leans over and quietly asks Homer to refrain from using that type of language.

Question: Why not issue an SIR right now? Answer: This is the first time Homer has shown this type of behavior. Consequently, minimize the effect by giving a verbal warning w/o overtly calling more attention to negative behavior. In addition, this gives Homer the option of “keeping it small.”

Day 1: Later on during the lesson, Homer again loudly calls out, using vulgar language.

Consequence: With minimal disruption, the teacher walks over the Homer and asks him to please step into the hallway. As the rest of the class works, she goes into the hallway with an SIR. She talks to Homer, asking him to explain why he is acting this way. He has no reason. The teacher says that she will be filling out an SIR for the behavior. As the teacher fills out the form, she explains each section of it, checking off that a student/teacher conference was the consequence for the behavior. She tells Homer that this is a warning for him to behave appropriately during class. She tells Homer that she will have to call home that afternoon.

Suggestion: Complete the SIR AT THE TIME you issue it. This allows you to explain the process to the student which will increase the impact and his/her understanding of the incident.

Day 2: Homer again disrupts the class, this time by kicking chairs during teacher instruction.

Consequence: As soon as the behavior happens, the teacher quietly asks Homer to talk with her in the hallway. The teacher attempts to learn why he is acting this way, but Homer has no reason. The teacher fills out another SIR, explaining that this continued behavior can lead to serious consequences. She has Homer complete his work in an isolated seat in the classroom. Again, she calls home and explains the situation. The parent has no answer for the behavior, but offers to talk to the student about their behavior again.
Note: There are other options you may exercise as a teacher. Please be sure that you note any options you exercise on the SIR form.

**Day 3: Homer engages in another minor disruptive behavior.**

| Consequence: As soon as the behavior happens, the teacher quietly asks Homer to bring his work with him into the hallway. There, the teacher asks Homer why he continues to act this way. He does not respond. The teacher then explains that at this point, she has tried several methods of preventing this behavior, but he is insistent on repeating it. She must write an office referral because her class has been continually disrupted. She writes a pass to have Homer complete his work in another available location for the rest of class (i.e. w/ the department chairperson, in another teacher’s room, etc.). She indicates to Homer that she hopes he will choose more appropriate behavior in the future. |

**Question:** Why send him out of the room? **Answer:** That is teacher discretion. At this point, however, the offending student is disrupting the learning process. Consequently, it is appropriate to remove him from the environment.

**Question:** Why not send him to the office? **Answer:** Unfortunately, many students may choose inappropriate behavior during the course of the school day. When a student engages in a consistently disruptive, though not dangerous, behavior, they may just want to avoid work. Continuing to expect the student to complete their work by placing them in situations where they have a quiet work environment (the office is not one of these) sends the message that you are still willing to help the student succeed, but will not allow their behavior to occur at the same time.

**Follow-up:** The teacher writes an office referral to the appropriate administrator, briefly citing the behavior and noting the dates that she wrote SIRs previously. Upon receipt of the office referral, the administrator will: (1) access the SWIS system to look for a global pattern of behavior; (2) meet with the student; (3) choose and document the relevant consequence on the office referral; and (4) put a copy of the referral in the teacher’s mailbox.

**Possible Outcome:** Upon access of the SWIS system, the administrator sees a pattern of this type of behavior in other classes as well and calls the parent and student in for a required parent conference. During the conference, the student admits that he is very upset because a close friend has been incarcerated. The student meets with his guidance counselor, who helps him draw up a behavior plan to address his needs.

**Day 4: Good ole Homer comes in and disrupts class again.**

The teacher may continue to deal with this as a 4th offense.
Common Questions about the SIR Process

Question 1: How do I know the difference between Teacher-Managed and Office-Managed Behavior?
• Use the Behavior Graphic to decide (see page 2-10).
• Ask yourself: Will the behavior cause immediate harm to the student herself, other students, or me? If not, it is most likely teacher-managed.
• Consult your department chairperson or an administrator for assistance.

Question 2: If the behavior is teacher-managed, what options do I have to deal with the behavior?
• Use the LHS Consequences to decide (see page 2-11). These are suggested options for working with students.
• If Level 2 is applicable, write an SIR.

Question 3: What is the process to fill out an SIR?
• Use the checklist below to guide the process:

  SIR CHECKLIST
  1. Discuss the problem behavior with the student.
  2. Decide on a consequence and discuss with the student.
  3. Make parent contact (phone call, email, or in person).
  4. If this is the 3rd offense, complete an office referral (be sure to note dates of previous interventions).
  5. Distribute copies of SIR as follows:
     Top – Student
     Bottom – Data Clerk (Mr. Mossman)

**Remember: Dialogue with the student and parent regarding the problem behavior and determined consequences is required throughout the discipline process.

Question 4: Is there ever a time when I go directly to an office referral?
• There is a significant difference between major and minor disruptions. Major are those behaviors which can be considered aggressive, whether it be verbal or physical in nature. Minor are those which are still considered inappropriate, but non-aggressive. If a student engages in a major disruption then a teacher can directly confront this behavior with an office referral.

Teacher discretion is the key to differentiating what does and doesn’t constitute aggression. It is also the key to determining exactly how to deal with various major disruptions; i.e. Should the student be sent directly to the office? Can another less restrictive solution be used? etc.
Staff Incident Report (SIR)

Staff Incident Reports (SIRs) are given by teachers to students who are not following the Viking Code of Conduct in some way. SIRs are given to students as part of the teacher’s normal behavioral management process, and assist the process by providing a written record of a teacher’s interventions with a student. Teachers can write an SIR for any student, whether they teach them or not.

An SIR is intended to assist the teacher in disciplining a student as the behavior happens. For example, if a student has behaved inappropriately (e.g., shown up late for class), the teacher should fill out the SIR as they are talking to the student and assigning the consequence they would normally assign for the behavior. (For more information, see Page 2-14 of this binder.)

Teachers should complete SIRs as follows:
White copy - Student
Yellow copy - Data Entry (Mr. John Mossman)

At their discretion, a teacher may ask the student to have a parent or guardian sign the SIR, and space has been provided for that purpose.

Data from SIRs is entered into the SWIS database, an online tool that organizes information for the purposes of tracking particular student behavior, grade-level or school-wide behaviors, or other information that can assist in maintaining an orderly school environment.
Staff Incident Report

Name of Student: ____________________________
Name of Teacher: ____________________________
Grade:  9  10  11  12  (if required)
Date: ____________________________  Time: ____________________________

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<thead>
<tr>
<th>Problem Behavior</th>
<th>Possible Motivation</th>
<th>Consequence</th>
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<td>Check all that apply</td>
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<td></td>
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<td>□ Detention</td>
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<td>□ Time in office</td>
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<td>□ Conference with student</td>
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<td>□ Other _________________________</td>
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Comments:

______________________________________________________________________________
______________________________________________________________________________
______________________________________________________________________________

Parent Contact  Date: ____________  Contact Method: Phone call  Email  In person
Parent Signature: ______________________________________________________________ (if required)

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Staff Incident Report

Name of Student: ____________________________
Name of Teacher: ____________________________
Grade:  9  10  11  12  (if required)
Date: ____________________________  Time: ____________________________

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Parent Contact  Date: ____________  Contact Method: Phone call  Email  In person
Parent Signature: ______________________________________________________________ (if required)

2-13
Lansdowne High School
Student Behavior Management Process

Explanation of Behavior Graphic

In order to manage student behavior consistently throughout classrooms at LHS, the following Student Behavior Management Process graphic has been created. It is to be used as a guide for differentiating between teacher-managed and office-managed behaviors.
**Sidebar on Staff Incident Reports (SIRs)**

- Issue slip when student does not respond to pre-correction, redirection, or verbal warning.

- **Contact parent on 1st and 2nd SIRs. (Required)**
  - Take concrete action to correct behavior (i.e., assign detention, complete behavior reflection writing, etc.)
  - When possible, have the corrective action correspond to the behavior being corrected.
Student Reflection Time- Action Plan: Teacher’s Name

The questions on this sheet will help you think about what just happened in your classroom and what you can do to avoid being sent to time out again. Please remember that if you continue your behavior more severe consequences will follow.

Answer these questions honestly. False answers or putting the blame onto others will not be accepted.

Student name: __________________ Date ______ Time: ______ Referring teacher: __________________

1. Write a complete paragraph that states why you were sent out of class to the time-out area:

____________________________________________________________________________________

____________________________________________________________________________________

____________________________________________________________________________________

____________________________________________________________________________________

____________________________________________________________________________________

2. Which classroom rule did you choose to break?

____________________________________________________________________________________

____________________________________________________________________________________

____________________________________________________________________________________

3. Why did you continue with this behavior after you had been warned to stop? (Don’t tell me you weren’t warned either)

____________________________________________________________________________________

____________________________________________________________________________________

____________________________________________________________________________________

____________________________________________________________________________________

4. Explain why it is important for students to follow classroom rules and respect the teacher:

____________________________________________________________________________________

____________________________________________________________________________________

____________________________________________________________________________________

continued…
5. What could happen to you in the future if you keep choosing not to follow the rules in class?


6. What happens to adults who cannot follow basic rules?


7. Explain why you should value your education. Remember, your education is what you make of it.


8. Think about why you broke the rules in your classroom. Check all that apply:

___ I wanted attention from my classmates or my teacher
___ I was frustrated with the work and did not know how to appropriately ask for help
___ I wanted to get out of doing my work
___ I was finished with my work and was bored
___ I was scared about not being successful on my assignment so I didn’t start it
___ I am angry about something that is going on in class (not the work)
___ I am angry/upset about something outside of class (at home or in other classes)
___ I don’t feel well
___ I wanted to avoid the teacher or someone in my class
___ I wanted to show the class that I was tough or in control

Return to (Teacher’s Name) and continue on your class work. You are NOT to return to class. Do not put your head down. If you choose to be disruptive you will get a referral.
From Tardiness to Dropping Out of School

1. If a HS student is late to class... then he will receive negative consequences
2. If he receives negative consequences.... then he will perceive HS as negative
3. If he perceives HS as negative.... then he will skip classes (escape aversive environment)
4. If he skips too many classes....then he will fail courses
5. If he fails courses... then he will fall behind in credits
6. If he falls behind in credits... then he will likely fall behind grade-level not be promoted
7. If he falls his grade level and is not promoted....then he will be far more likely to drop out
8. Therefore, we need to intervene when he is tardy or skipping classes as early as possible